DOCUMENT RESUME

ED 426 223 CE 077 852

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TITLE	"Presenting Yourself" (in Front of Others).
INSTITUTION	University of Southern Maine, Gorham.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1996-00-00
NOTE	56p.; Product of the Casco Bay Partnership for Workplace Education.
CONTRACT	V198A40203
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Communication Skills; *English (Second Language); Learning Activities; *Public Speaking; *Second Language Instruction; Speech Communication; Teaching Methods; *Workplace Literacy

ABSTRACT

This curriculum guide contains lesson plans and students handouts for a 12-week (24-class) course on presentation skills. The course has the following objectives: encourage nonnative English speakers to become more expressive and persuasive in their communication; empower students to set and achieve goals; enhance students' ability to convey information, opinions, and feelings; and motivate students to become more achievement-oriented. Lesson plans cover these topics: communication, self-esteem, vocal warm-ups, voice qualities, camera and video operation, body language, styles in public speaking, and improvisations. Forms for student exit interviews and a list of 12 references complete the guide. (KC)

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Curriculum Development
for
Casco Bay Partnership
Presentational Skills Class

ED 426 223

"Presenting Yourself"
(in front of others)

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Curriculum Overview

Effective communication and presentation skills are essential to successful integration into society, promoting self-esteem and conveying feelings and information in an effective manner. Learning effective communication and presentation skills will allow the student to accomplish the following goals:

- encourage the non-native speaker to become more expressive and persuasive in their communication.
- empower the student to successfully set and achieve goals.
- enhance the student's ability to convey information, opinions and feelings.
- motivate students to become more achievement oriented.

The instructional curriculum designed to achieve these goals consists of a variety of methodologies including:

- vocal, physical and psychological dynamics.
- self-esteem building exercises.
- maintaining personal journals to record observations, comments and feelings during the class.
- self-assessment questionnaires and exercises.
- instructional video tapes.
- improvisational situations.
- video tapes of student performance for constructive feedback, self-correction and esteem building. The student will be exposed to positive feedback only. The only negative feedback will be provided by the student's self-assessment.

The classroom environment is supportive, activity based, and carefully directed so that the student receives useful information, feedback and encouragement. Important to the success of the curriculum is the time taken to provide suitable introductions of students to each other, reinforcing the supportive learning environment.

The use of video cameras is essential for the student to see themselves as others see them, thereby providing the opportunity for the student to maximize the effectiveness of their communication skills through practice and observation. Additional information will be provided which will help the student improve their ability to video tape and experiment with the video camera, however, this will occur if time permits and the class indicates that this is a useful skill for them to have.

Revised Proposal
Curriculum Development
Sheila Hannigan
Professional Act (Presentational Skills)

Topic: Professional Act (Presentational Skills)

Rationale/Purpose: To encourage the Non-native speaker to become more expressive, more effective, and more persuasive in communication.
To empower the students to be successful in setting and achieving goals.
To enhance their ability to convey information, give their opinions, and express their feelings.
To Motivate students to look at promotional possibilities and/or other job opportunities.

Description: The classroom situation or atmosphere would include demonstration of individual vocal, physical, and psychological dynamics. Students will be motivated and empowered through self-esteem related exercises and techniques. In a supportive environment, students will become aware of their own self-image and learn how to create a more dynamic and confident one. Video camera is one of the techniques that would be used for evaluation, observation, feedback, etc.

Time:

Research/Reading/Preparing	8 hours
Analyzing/Synthesizing	7 hours
Writing/Revising	10 hours
Materials Development	15 hours
Total	40 hours

Effort: This project will be done solo with the exception of 1-2 hours of consulting with Kathy Werking.

Materials/Resources: TV,VCR,Video Camera, Tripod, Super 8 Tapes or other.

- Syllabus -

(Flexible)

I. Week 1

A. First Day Activities

1. Introduction of Self and Class (talk about video camera)
2. Name Game
3. Interview
4. Questionnaire (About This Class)
5. "I Can" Forms - Discussion

B. Second Day of Class

1. Discuss Journal
   a. Hand Out Notebooks
   b. Write
2. In Class Assessment (about "Speaking in Front of Others")
3. Discussion - Communication (handout: "Ways to be Effective)
4. Discuss Self Esteem and Listening
   a. Self Esteem Exercise #1
   b. Trust Exercise
5. Turn in Journals

II. Week 2

A. Class #3

1. Return Journals
2. Self Esteem Exercise #2 - Discussion
3. Trust Exercise
4. Vocal and Physical Warm-Ups
   a. Handout(s)
   b. Projection Exercise
5. Camera Instruction
   a. Handouts
   b. Homework - "One Minute About You"

B. Class #4

1. Warm-Ups
2. "One Minute About You"
   a. Video Tape
   b. Watch
   c. Discuss
3. Turn in Journals

III. Week 3

A. Class #5

1. Return Journals - Discuss
2. Warm-Ups
3. Class Inventory
   a. Discuss with Partner
   b. Class Discussion
4. Proper Dress in Given Situation Exercise

B. Class #6

1. Warm-Ups
2. Feedback Discussion (Positive Feedback Exercise)
3. Self Esteem Exercise #3
4. Discuss Terms (and demonstrate Diaphragmatic Breathing)
5. Turn in Journals

IV. Week 4

A. Class #7

1. Return Journals
2. Warm-Ups (Exercise for Lowering Pitch)
3. Discussion of Assignments
4. Rehearsal Strategies
5. Review Camera
6. Discuss Commercial Assignment

B. Class #8

1. Warm-Ups
2. Commercials (may take 2 days)
   a. Video
   b. Evaluation Form for Feedback
   c. Video Feedback
3. Turn in Journals

V. Week 5

A. Class #9

1. Return Journals
2. Warm-Ups
3. Finish Commercials
4. Feedback

B. Class #10

1. Warm-Ups
2. Body Language
   a. Non-Verbal
   b. "Statue" Game
3. Camera Work
   a. Review
   b. Apply
4. Turn in Journals

VI. Week 6

A. Class #11

1. Return Journals
2. Warm-Ups
3. Body Language
   a. Personality Centers
   b. In Class "Character" Exercise

B. Class #12

1. Warm-Ups
2. Body Language
   a. Walk as if . . .
   b. Sit as if . . .
   c. Homework "Walk Observations"
3. Turn in Journals

VII. Week 7

A. Class #13

1. Return Journals
2. Warm-Ups
3. Discussion - Public Speaking
   a. Different Styles
   b. Ways to Begin a Speech

B. Class #14

1. Warm-Ups
2. Watch Talk Show Hosts
3. Discussion
4. Talk About Interview Assignment
5. Turn in Journals

VIII. Week 8

A. Class #15
1. Return Journals
2. Warm-Ups
3. Improvisations (Group)

B. Class #16
1. Warm-Ups
2. Continue Improvs
   a. Argument Improv
   b. Film. Watch. Discuss
3. Turn in Journals

IV. Week 9

A. Class #17
1. Return Journals
2. Warm-Ups
3. Role Playing
   a. Choose Role Playing Characters
   b. Prepare Questions & Answers for Role Playing

B. Class #18
1. Warm-Ups
2. Continue Preparation for Role Playing
3. Write in Journal
4. Turn in Journals

X. Week 10

A. Class #19
1. Return Journals
2. Warm-Ups
3. Self Esteem Exercise
4. Begin Role Play Interviews
   a. Feedback Discussion
   b. Video Feedback

B. Class #20
1. Warm-Ups
2. Continue "Interviews"
3. Feedback
4. Turn in Journals

XI. Week 11

A. Class #21
1. Return Journals
2. Warm-Ups
3. Finish Interviews and Feedback
4. Self Esteem Exercise

B. Class #22
1. Warm-Ups
2. General Review
3. Trust and Concentration Exercise
4. Turn in Journals

XII. Week 12

A. Class #23
1. Return Journals
2. Warm-Ups
3. Fill Out All Handouts, Assessments and Forms
4. Review - Assess

B. Class #24 - Party
1. Warm-Ups
2. Watch Video
3. PARTY!

How do you see yourself?
How do others see you?

How do you want to see yourself?
How do you want others to see you?

Learn how to be your BEST and how to present the BEST of yourself to others.

PRESENTING YOURSELF
(Skills and Self Esteem Class)

Learn how to use the video camera

PRESENTING THE POSITIVE YOU

Presenting Yourself

How do you see yourself?
How do you want others to see you?
Discover the best in yourself and how to present your best to others!
Have fun and learn ways to increase your confidence in any situation.

Questionnaire/Assessment

Name:

Why are you taking this class?

What do you hope to get out of this class?

Have you ever seen yourself on videotape? If so, when? Did you like what you saw?

What experience do you have with video?

What are your interests?

In Class Assessment:

How nervous are you when speaking in front of others?
Check [√] any that apply:

- ☐ 1. I dislike speaking.
- ☐ 2. I am comfortable.
- ☐ 3. I am nervous.
- ☐ 4. I am calm and relaxed.
- ☐ 5. I am afraid to express myself.
- ☐ 6. I have no fear of giving a speech.
- ☐ 7. My hands shake in front of an audience.
- ☐ 8. I can't remember what to say.

Objectives:

To assess how each student feels about speaking in front of others. This will be done on the first and last day of class.

The Journal

Each student will keep a journal (8 1/2" by 11" spiral notebook). The journal will be turned in every Wednesday at the end of class and returned on Monday at the beginning of class.

The journal will be used for: Comments, feelings, and possible writing assignments.
Comments - your thoughts on the class, your thoughts on the person in front of the camera, or the person behind the camera.

FOR PERSON IN FRONT OF THE CAMERA

- believable or not
- genuine (real)
- honest
- professional
- posture
- understandable
- clear
- attentive
- vocal (voice, pitch, volume
- gestures

FOR THE PERSON BEHIND THE CAMERA

- zooms (smooth, rough)
- professional
- attentive
- angles/direction

Feelings - write your thoughts. This made me feel happy, sad, angry, scared, nervous, confident, strong, positive, negative, etc.

Objectives:

1. To enhance ability to convey information.
2. To identify and express feelings and opinions.
3. To evaluate what they see "in front of" or "behind".

This class is designed for anyone who appears in public in various roles and situations. Students will be videotaped in order to study themselves and evaluate the effectiveness of their appearances. You'll discover a way to see yourself as other people see you.
In addition to "in front" of the camera work, each student will work "behind" the camera and learn basic camera operation.

Behind:

angle/direction
framing
zooms (smooth , rough)

Person in Front: (Determine if they present these qualities)

believable	understandable
honest	clear
professional	concise
posture	vocal quality
poise	gestures

Communication - Sending and receiving messages to achieve understanding. It involves a message, a sender, a receiver, and a response. It can happen within us or with those around us.

***Intra*personal Communication** - within us means getting to know yourself (That is one of the key ways to become a better communicator.)

***Inter*personal Communication** is communicating with one or more individuals.

Both kinds of communication help us to analyze what we see, feel and hear. Then we form opinions, feelings, likes, dislikes, needs, strengths and weaknesses. For example: If we are shy, we stay to ourselves, we feel alone, we do not interact with others.

If we are confident, we are usually more outgoing and consequently have more communication with others.

Ways to be Effective in Communication

- Relax and breathe.
- Keep it simple.
- Pronounce your words accurately.
- Don't try to speak too quickly.
- Be sure your audience understands you.
- If English is your second language, know that your audience has tried to learn another language and will appreciate your efforts to speak English.

Relax. Your audience will be patient with you.

If you can use your 5 senses it will help your audience to be more involved. Ex: I hear the waves pounding on the shore.

- Speak to include everyone. Choose words that show respect to all cultures.
- Avoid swear words, or offensive jokes that alienate your audience.
- Use humor. A funny story can be very good in connecting a group.
- Vary your vocal quality (rate, volume, and pitch).
- Don't forget to smile.
- Act interested in what your audience is thinking.
- Use effective pauses.
- Show your emotions. Show energy, enthusiasm and excitement.
- Use gestures.
- Tell a personal experience.
- Pay attention to how you dress. Ex: If you are talking to a group of professionals, wear a suit.
- Good grooming is important. Ex: Clean body, combed hair, ironed clothes.
- Look alive. Don't slouch. Stand tall, be confident
- Maintain Eye Contact.
- Include everyone.

One of the most important things in presenting yourself is understanding your **Self Concepts** or the picture you see of yourself. (Everything you have experienced in your life, how you see yourself, how others see you and how you want others to see you.)

When we all accept and understand that no one is superior, just different personalities, then we can appreciate each other. (No right or wrong - When we cut ourselves, we all bleed red.) Once you accept your own strengths and weaknesses, then you can build a positive self image.

Self Esteem - This is the opinion you have of yourself. Positive messages sent and received make us feel worthwhile (verbal or non-verbal) with a positive self concept and high self esteem you have the confidence to try new things because you believe you have the ability to succeed. When you believe you can succeed, you do.

Listening - and being listened to, helps our self esteem. Listening says we are interested in others. We want to know their point of view and their feelings. Everyone we meet has so much knowledge and history. If we share that knowledge we become richer in understanding. When we are silent and listen to others it shows we believe in them and lets them be confident in their sharing. In this class, it will be very important to learn to listen, so that students will want to share. Listen with your ears, eyes, and heart. What causes us not to listen? ---Noises, distractions, preoccupation, assumptions, personality, ego, information overload, or not understanding the information. When we feel we are understood, we are open to communicate.

Self Esteem Exercises:

1. Sit with a partner. Try to make and keep eye contact for 30 seconds. Get the giggles out. Try again silently. It is said that the eyes are the windows of the soul. Now write down 5 qualities you observed about the other person. Do you have any of these same qualities? We are often mirrors of each other. Discuss.

Objective:

1. To develop trust.
2. To establish eye contact and make a personal connection.
3. To go with your instincts.

2. Write down 20 good things about yourself. This can be very difficult, but you have permission to brag. Ex: honest, happy, good cook, good driver, happy wife, nice, kind, good husband, etc.

Objective:

1. To empower students.
2. To recognize qualities you have that you forgot you are good at.

3. Write down 5 things you would like to do someday. Discuss with a partner. What can you do now to begin?

Objective:

1. To motivate student to set goals.
2. To establish goals by taking one step at a time.

First Day Activities

On the first day of class a camera will be set up (at all times from the very beginning) so the students will become comfortable (or it will just be there). The TV screen will show the classroom, the students, the teacher. The teacher will truthfully admit to her own vulnerabilities of having a camera on her at all times. Each class will not be video-taped. Specific work will, but not all work. However, the monitor will be on.

Name Game - Breaking the ice. This class will need to build trust, concentration, etc. When they are secure and relaxed, trust starts to build. The name game helps a new group to get to know everyone the 1st day. It promotes good listening skills because you have to really pay attention. Because this is a high level ESL class, I would do the name game for this class using first and last names and using something you like or don't like beginning with the 1st letter of your first and last names, Ex: "My name is Mary Smith and I like money but I don't like snakes." Then the next person says "My name is Bob Jones. I like basketball and I don't like jumping. Her name is Mary Smith and she likes money and doesn't like snakes." etc.

This exercise is informative, funny, and at the end, whether you have 5-25 students, they all know each others' names and something about each other and they are using many grammar forms. It can be varied (many ways according to the level and size or sophistication of the group). It is extremely effective for the teacher or leader because they get to know the names on the first day. usually after they have gone all the way around, I go around again, then have the 1st person go again. Another challenge is to have them all change positions and ask individuals, "What is her name? What is his name?" to see if they remember out of position. Even if the students know each other, they often don't know each others' last names or something they like or dislike.

Name Game Objectives:

- To get to know all in the group.
- To remember the names.
- To stimulate memory through repetition.
- To listen intently.
- To create a fun, creative atmosphere the 1st day of class.

Interviews

Interview - A formal kind of interpersonal communication involving 2 or more people with a definite goal in mind, usually that of gaining information.

One person is the **interviewee** (the person being questioned) and the other is the **interviewer** (or the person asking the questions). This is another effective first day exercise. It is also the second step to finding out more about the person than their name. Asking about their hopes, dreams, likes, dislikes, is a step toward developing friendships.

Interview Objectives:
- To get to know each other better.
- To learn interviewing skills.
- To present the person they interviewed.

The teacher can distinguish how each student is different and yet how similar we are.

Students then introduce the person they have interviewed to the rest of the class.

TRUST EXERCISES

In class, where students are presenting videotape and giving feedback on a continual basis, it is essential to establish trust and concentration. There are many Trust exercises used in theatre. These exercises build self confidence and mutual confidence which are very important for the work in this class.

Trust Circle:
Students form a circle. One person gets into the center, closes eyes, and relaxes. Stand with arms folded, keep the knees straight ahead, stand straight, no tension and *fall*. The circle of trusting friends catch the person and gently pass the person around with the palms of their hands in a gentle caressing motion. Take care of yourself and each other. Assure the students that no harm will come to them if everyone works together.

Partner Trust:
Each student has a partner. One stands behind the other. The one in front closes their eyes and falls backward. The one behind catches their partner and then returns them to the standing position.

Mirror:
Students stand facing each other in pairs. Begin with the hands and try to follow the mirror image of your partner. Both should take turns being a leader. Concentration is very important as is eye contact.

In Class Assignment

ONE MINUTE ABOUT YOU -

Objectives:

1. To describe yourself or your life to the class for us to evaluate you as you are in front of the camera.
2. To "be" yourself.

PERSON BEING VIDEO TAPED:

You can sit or stand (do not move around). The emphasis will be on voice/face/expression. You must begin your one-minute talk by stating your name, where you are from, and tell us about yourself. Think of it as introducing yourself to all of us. You may want to tell us about your past, or your present life, your work here at Barber Foods, or your family. You can tell a personal story or something that interests you. Do whatever makes you feel the most comfortable. The goal is to present yourself as you really are. You may use notes, but be careful to focus on the camera (i.e. Look up at the camera not down at your hands).

CAMERA OPERATOR:

You must video the person straight on and keep a medium shot. You can zoom in and out for best effect.

CLASS ASSIGNMENT:

Self Inventory

We are very complex individuals. We are always communicating especially with ourselves. Even if we are not speaking we are thinking. It's like a radio voice always going on in our heads. The way we think today may be different tomorrow given a new situation. It is still fun and informational to get a clear look at yourself right now.

Objective:

1. To develop intra personal communication skills.
2. To enhance students ability to convey information and express their opinions to others.

1. I like the color _____ because _____

_____

2. _____ is my best friend because _____

_____

3. My favorite food is _____ because _____

_____

4. I like the song _____ because _____

_____

5. My favorite holiday is _____ because _____

_____

6. My favorite class in school is _____ because _____

_____

7. I worry about _____

_____

8. I get angry when _____

_____

9. I'm happiest when _____

_____

10. If I were an animal I would be a _____

_____

11. The most important thing to me is _____

_____

12. The most important person in my life has been _____

_____

Ask yourself and discuss with a partner who may have influenced your answers? Did you find out anything new about yourself? Have you ever wondered why you think the way you do? What you think and how well you express those thoughts determine your effectiveness when you are communicating. The more you know yourself, the more you will be able to share yourself with others.

Look at the picture below.

If you are presenting yourself in front of others, what is appropriate clothing in each situation?

1. A meeting in which you have to speak to business people.
2. A job interview.
3. A presentation to a large group.
4. A group of your peers.

Discuss.

Objectives:

1. To evaluate proper dress in given circumstances.
2. To discuss and identify dress, costumes, and appearance in public situations.

Feedback

(Do you want feedback? If you are not ready, do it another time.)
Try to see feedback as a chance to learn something.

1. Give feedback sincerely (honestly). Be specific. Ex: "Your voice was powerful."
2. Describe, not evaluate. Ex: "You used your hands to talk, but all I could do was watch your hands."
3. Positive feedback - find something.
4. Negative feedback - should be constructive, not critical (given with a concerned voice). Reinforce with positive at the end.
5. Video feedback - students get immediate reaction and see themselves.
6. Peer feedback - students evaluate each other's work.

Objectives:

1. To discover that feedback is a learning tool.
2. To discover how to give feedback that will be heard whether positive or negative.
3. To learn how to empower others in their growth.

Positive Feedback

Learning to be positive in a negative situation can be valuable and rewarding. We change by improving our attitudes. Others change around us. When we are positive, others are more positive. They can't stay angry too long.

In Class Exercise:

(Try it outside of class, too.)

Choose to be positive during two hours of this class, two days of this week, two weeks of this month. Look into the eyes of people you see. Raise your hand in class. Ask polite questions. Try not to judge yourself or others. Be on time to class. Be nice to everyone, friendly, helpful. Write in your journal how others reacted to you because you were so positive and happy. We will discuss the changes you see in yourself and others and the result of this exercise.

Objectives:

1. To emphasize the importance of a positive attitude.
2. To demonstrate how we empower others by being positive.

Warm Ups - Physical and Vocal

Physical: stretches and other "active' movement.

Vocal: take the time to warm up your voice. Some examples below:

- ma me mi mo mu
- ha he hi ho hu
- la la la ha ha ha
- ma ma ma wa wa wa etc.

- Spell Mississippi quickly 5 times in rapid succession pronouncing each letter carefully. Begin slowly and then quickly build.
- Blow air out of mouth through your lips so they flutter. Repeat 5 times.
- Take a deep breath, then let it out saying "blah", "la", etc.
- Take a deep breath then force out the word "Ha!" Repeat 5 times. Then try it 2x, 3x: "ha-ha", "ha-ha-ha", etc.
- See handout "Tongue Twisters" for other vocal warm-ups.

PROJECTION:
Often we do not speak loud enough and have to learn to project the voice. First, you need to warm up using any of the exercises above. Then students will practice using this exercise below:

In Class Assignment:
Two students stand on opposite sides of the room. Try to fill up the room with sound using diaphragm. Lines should be projected - not yelled. Instructor will coach students to project and relax the voice.

Dialogue:

A: Hey you!
B: What?
A: Are your ready?
B: What?
A: Are you ready?
B: I can't hear you.
A: Let's get going. We'll be late!
B: In a minute! I'm not ready yet!
A: What?

OBJECTIVE:

1. To demonstrate to students how to warm-up the body and voice.
2. To practice projection and pronunciation skills.

Tongue Twisters

Rapid Utterances

1. A coward weeps and wails with woe when his wiles are thwarted.
2. Which whelp whined when he heard the whale wheeze?
3. Men and women may swim in the warm summertime before September storms come upon them.
4. The big, bold baboon grabbed the bare branches with his bony, brown hands.
5. The pelican's pouch is primarily appropriate for keeping him supplied with supper.
6. Five elephants huffed and puffed as they filed through the Friday traffic followed by a laughing waif.
7. Vivacious voices strove to give more volume to the various verses.
8. A thousand thoughts about birth and death came thronging to the mind of the thin, unhealthy youth.
9. Try to take the time to teach Patty a pleasant tune.
10. Can you imagine an imaginary menagerie manager imagining managing an imaginary menagerie.
11. A noisy noise annoys an oyster. (3x's)
12. The big black backed bumble bee. (3x's)
13. Cows graze in groves on grass which grows in grooves in groves. (3x's)
14. Greek grapes. (3x's)
15. Double bubble gum bubbles double.
16. Black bugs blood. (3x's)
17. Unique New York. (3x's)
18. Aluminum-Linoleum. (3x's)
19. How much wood could a woodchuck chuck, if a woodchuck could chuck wood?
20. A skunk thunk on a stump. The skunk stunk. The stump stunk.
21. Sister Susie sells sea shells by the sea shore.
22. Betty Botter bought some butter, but she said, "The butter's bitter. If I put it in my batter, it will make my batter bitter." So she bought a bit of butter, better than the bitter butter, and made her batter better. So t'was better Betty Botter bought a bit of better butter.
23. Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers that Peter Piper picked?
24. Red leather, yellow leather. (5x's)
25. Rubber baby buggy bumpers. (5x's)
26. Maybe my Mammy lives in Miami or maybe she lives in Pompei, Pompom. (3x's)
27. She sells seashell by the seashore. (5x's)
28. She stood on the balcony mimicking him and amicably welcoming him in.

A Few Terms
to Become Familiar With

Improvisation - speaking or acting with no preconception of what you will do or say. "Playing it by ear." Solving problems without plan.

Props - small or large objects carried or used by actors on stage. Ex: book, teacup, watch, hat, cane, fan, vase, table. Helps the action and the character.

Rehearsal - to rehearse something is to practice it, go over it again and again for performance. Ex: a play or concert.

Character - people portrayed on stage. The physical expression of a person in a book or play.

Freeze - to stop and maintain a body position or facial expression, like something frozen.

Visualization - A technique used to reduce anxiety and improve performance in which individuals imagine or "see" themselves performing successfully.

Feedback - verbal and nonverbal messages that show how the message is being received.

Audience - The person or people who are listening to you speak or watching you perform.

Stage fright - Afraid to speak or act before a group of people.

Pause - Slowing down or stopping to emphasize.

Volume - Loudness or softness of sound.

Rate - How slowly or quickly you speak.

Pitch - High or lowness of sound.

Articulation - Clear speech; forming sound into words by using teeth, tongue, lips, lower jaw.

Pronunciation - Making correct sounds and syllable stresses when speaking.

Diaphragmatic Breathing

Stand straight, relax, close your mouth, begin breathing through your nose. Put your left hand on your diaphragm and your right hand on your chest. As you exhale, the diaphragm comes up. Inhale, the diaphragm goes down or contract. Exhale, it comes up and relaxes. Breathe. (Demonstrate)

Exercise for Lowering Your Pitch

(practice in class or at home)

Sit in a comfortable chair with a tape recorder beside you. Put a book on the floor between your feet. Let your body feel heavy. Let your head roll forward on your chest. Let your body slump, too. Your head, neck, and shoulders should be totally relaxed. Turn on the tape recorder and read in this position. Notice the vibration (resonance) in your chest. Now sit up. "Think" your voice low and relaxed. Read the same thing again. Listen to the tape. To get rid of nasality, try opening your mouth wide. It can be corrected with relaxing your throat and jaw, proper breathing, and control of the soft palate. There are only three sounds that should be pushed through the nose instead of the mouth: m, n, and ng. Experiment with your tape recorder.

Objectives:

1. To show students the importance of varying pitch for dramatic effect.
2. To demonstrate how to lose the nasality in one's voice.
3. To teach students how to lower their pitch and stress the importance of practice.

Rehearsal Strategies -

- Speak to yourself aloud (preferably in front of a mirror). Get used to the rhythm, timing, and feeling of your message.
- Tape record your presentation. Listen for quality.
- Videotape your presentation. Watch for quality, posture, gestures, etc.
- Give your presentation to a friend or family member. Ask for constructive criticism.
- Time your practice. Anticipate questions and answers.
- Practice with props or audiovisuals you are using.

Some Tips on Video Camera Operation

Camera Shots:

- Single: a shot with only one subject.
- Two-shot: a shot that frames two people.
- Group: a shot that frames more than two people.

See photo on next page explaining camera shots for the human body.

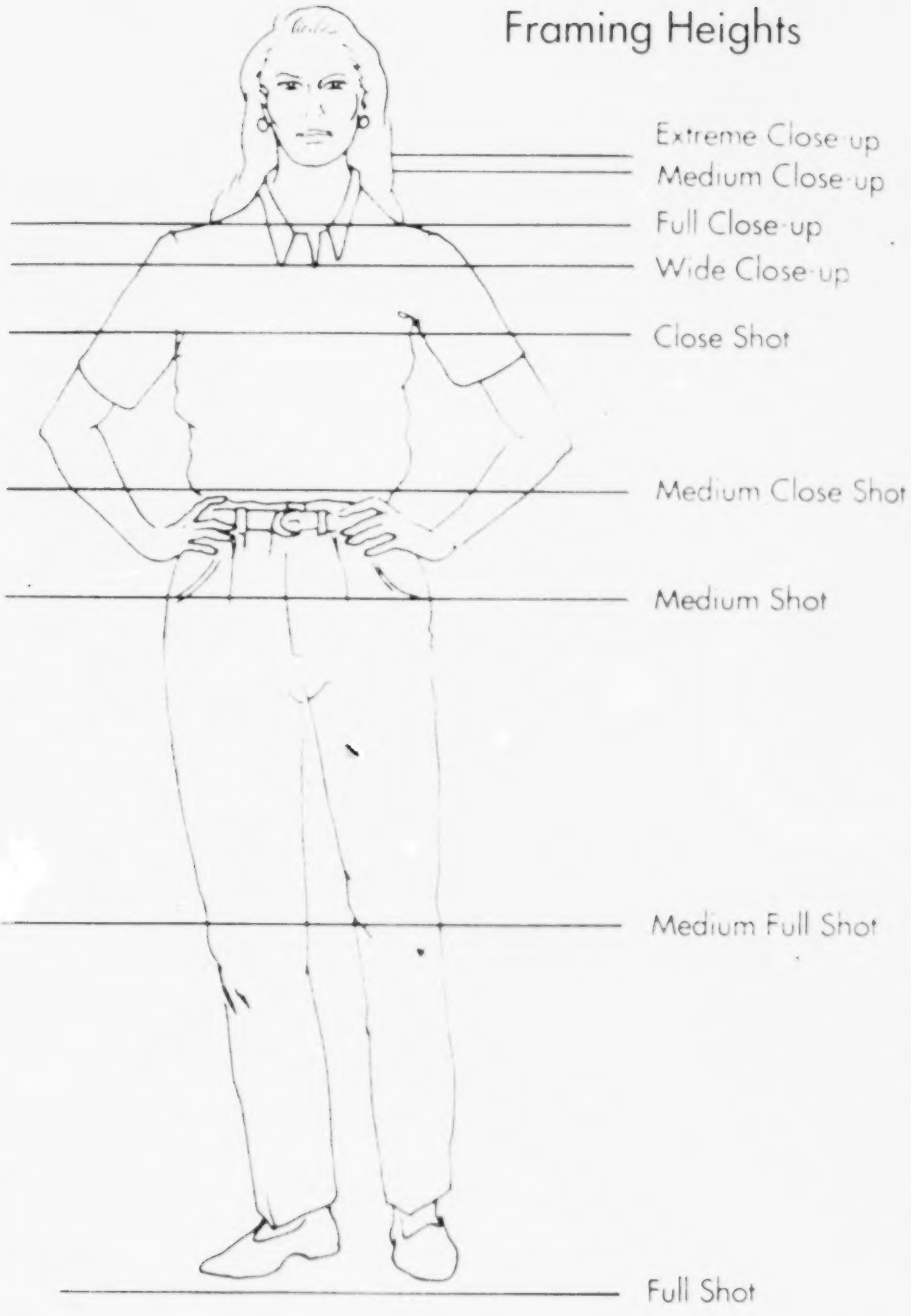
Camera Cues:

- Pan: to record landscape or follow a moving subject. Use panning for horizontal movement across the scene.
- Tilt: use tilting for vertical movement over the scene.
- Zoom: come close or move away from your subject without changing your position.
- Fade in/out: to start and stop scenes in smooth transition.

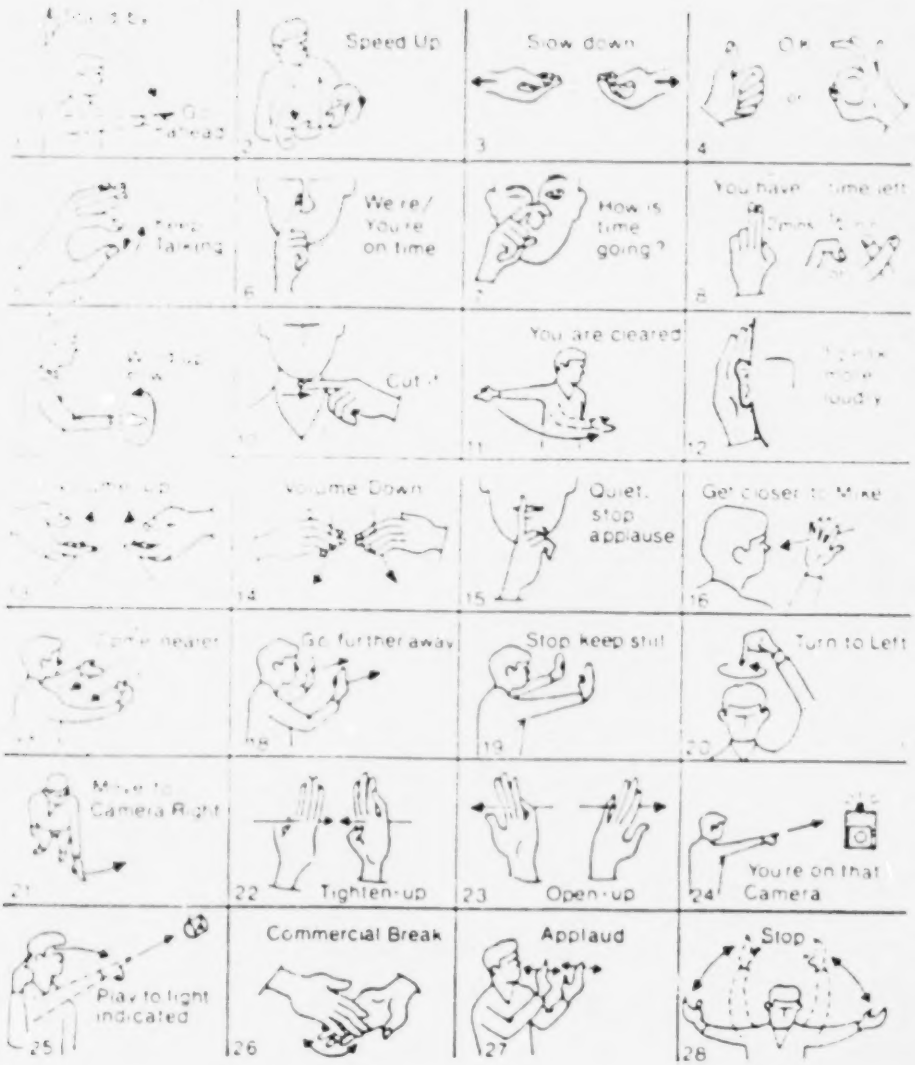
ON CAMERA

1. Eye Contact
   - Important to see the eyes, keep hair/hat away from face.
   - Smile, relax
   - Listen carefully, speak clearly, and ignore the camera.
2. Movement
   - Do not cross legs, cross ankles if necessary.
   - Feel free to gesture, turn in seat, be animated.
   - If standing, do not move back and forth. The camera can lose you if you move too much.
3. Make-Up
   - Can improve, correct, or change appearance. Ex: old-age make-up.
   - Lights in studios are strong, so make-up needs to be bold.
4. Clothing
   - Wear comfortable and appropriate clothing.
   - Do not wear solid white or solid black.
   - Remove noisy jewelry. Ex: many bracelets.
   - Check for your hair, teeth, tie, make-up.

Framing Heights



FLOOR SIGNALS



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BODY LANGUAGE

The way we walk, stand, sit, and make eye-contact sends messages by telegraphing our attitudes and emotions.
The eyes are the mirrors of the soul. We can tell many times what someone is feeling. Easy and relaxed eyes, direct gaze, not staring eyes.

80% of Communication is Non-Verbal
If everyone is sitting, stand up. You will have the authority. If you move around the room, make contact with everyone you see, and take up space. You can control situations and be a leader.

Alexander Technique - In the 1890's, an Australian actor doing Shakespeare was losing his voice. He began to observe himself using mirrors. He found that when he started to speak he threw his head down and back, which caused stress and tension on his larynx. "Forward and up" is a change of physical relationship between your head and spine. It helps release tension and makes you better equipped to deal with outside pressures of the day.

Technique: A teacher uses a very light touch, applies gentle pressure with her hands at the base of the head which changes the balance of the head on the neck. The neck muscles lengthen which permits the head to come "forward and up" out of the shoulders.

Eyes: make connections: Don't go back and forth, around and around. Look into eyes, notice the person, but don't stare.

Chin: If the chin is down into the neck, it is physically protecting a vulnerable part of the body - the throat. Defensiveness, fear or shyness is communicated.

Head: When the head is thrown back, pinching the back of the neck, one communicates defiance. When the head is held high in the air one communicates a false pride or snobbish attitude. If you tilt your head to one side, it appears that you are interested or inquisitive.

Hands: The hands tell if you have worked hard, or used them for more delicate work. They shake when we are nervous or afraid. (Podiums are great to hang on to.) If angry, we clench our fists. When we are excited or

energetic our hands fly to express ourselves.
One good thing before speaking is to shake them out. (Demonstrate) It helps release tension. Hold them easily at your side or put them on the podium. Try to forget them. Let the energy in your body flow easily and freely. Don't worry about them. As you become more confident, your hands will become more truthful and naturally expressive.

Shoulders Forward: A person appears withdrawn, afraid of being touched emotionally.

Shoulders Raised Up: A person is carrying a lot of tension, or he's trying to intimidate others.

Shoulders Thrown Back / Chest Forward: Pride, vitality, open heartedness, or sometimes boastfulness or defiance.

"Stand Up Straight": Our mothers tell us this. (Anecdote: Tell students about 85 year old friend and 83 year old cousin.)

If you do not want to be a leader, sit straight, feet on floor. This is a "passive" position. You do not have much energy or power. If you do want to lead, use a ready or "active" position with the body inclining forward, ready to stand up and move. We all have the ability to express ourselves. Relax, focus, breathe. Remember, it's okay to look foolish, you will not be the fool. The more you are willing to express, the easier it will be for you to present yourself effectively.

In Class Exercise:

Statue Game

Learning to be an actor or speaker takes practice, practice, practice. So much of our communication is done non-verbally. This game allows students to demonstrate different feelings and emotions using body stances and expressions.

Objectives:
1. To encourage meaningful facial expressions, gestures, and body movements.
2. To loosen up the actor and encourage the creativity and fun.

This can be done individually, in pairs, or in groups. You might begin in groups until students get over their fears.

List of Emotions

1. Sadness
2. Pain
3. Jealousy
4. Courage
5. Joy
6. Frustration
7. Anger
8. Surprise
9. Shyness
10. Fear
11. Arrogance
12. Embarrassment

When a word is called out, each person (without looking at each other) freezes in a position demonstrating that emotion. The freeze should last until the teacher calls out another emotion.

Evaluate.

Personality Centers (Body Centers)

Energy is supplied in movements from 5 centers:

1. Head: intellectuals, rational, meditative, more reserved, refined, cerebral, premeditative.

2. Chest: bullying, aggressive, achievers, strong, self image and physical strength, self sufficient (chest out), pushy, confident.

3. Stomach: sensitive, less inclined to being hurt, are hurt easily, squeamish, protective of self (cover stomach with folded arms), slumps.

4. Genitals: aggressive, connected with sexual drive, sexual achievement (success) important, sexually motivated first (pelvic thrust outward).

5. Anal: passive, inactive, unmotivated, wait for things to happen to them, slow, lethargic.

In Class Assignment

To make students become more aware of their own body language or the body language of others, have them act out the character of someone else. On index cards, write descriptions of various people. One student stands in front of the class, looks at the card, and then walks across the room as the character. It is amazing how much information we can pick-up before they speak.

List of Sample Characters:

- ***Secretary*** - 50 years old, heavy, not attractive, single, wants to be married, hard worker, watches TV, knits sweaters, and gets embarrassed when she talks to anyone.

- ***Salesman*** - 26 years old, fast-talking, friendly, charming, good athlete, smart, but not very honest. Owes a lot of money.

- ***Businessman*** - 35 years old, rich, not married, very ambitious and motivated. Will soon become the president of the company.

- ***Activist/Revolutionist*** - 18 years old, angry about animal rights, thinks the government is bad, is worried about nuclear waste, wants to inform others, carries a picket sign.

- ***Housewife*** - 30 years old, no children, wants children, intelligent, stays at home, cooks and cleans, is depressed and wants a new life if she doesn't get pregnant soon.

- ***Computer Programmer*** - 36 years old, works alone, never leaves the computer. Does not care how he looks, dresses, etc. His life is with his mouse.
- ***Aerobics Teacher*** - 24 years old, single, high energy, healthy thin body, thinks everyone should be exercising. Loves to dance and enjoys life.

- ***Executive*** - 40 years old, married, 1 child in college, president of her company, organized, workaholic.

Objectives:

1. To interpret body language.
2. To dramatize characters from basic description.
3. To recognize the importance of gestures and body language

In Class Exercises:

Walk as if:

- you know you look great.
- you think you're ugly.
- you are crossing the stage to get an award.
- you are with someone you are proud of.
- you are on your way to a class you hate.
- you are on your way to a class you love.
- you are trying to impress a group of people of the opposite sex.
- you want to pass someone but not be seen by them.
- you're trying to sneak into a meeting late.
- you want to annoy the people downstairs.
- you're late for class but afraid to be caught running down the hall.

Sit as if:

- you're in a boring class.
- you're having a job interview.
- you're posing for a portrait.
- you're having breakfast alone.
- you're in a movie watching a spy thriller.
- you're putting medication on a burn.
- you're waiting for the dentist.
- you're in your favorite class.
- you're eating in an expensive restaurant.

Homework Assignment:
Observe three walks. You can do this on the job, in the cafeteria, or outside of work. Practice these walks. You will demonstrate them in class.

Objectives:

1. To encourage students to be aware and observant.
2. To evaluate and prepare an observation.

Styles in Public Speaking

Dramatic Style

- Use colorful words and metaphors.
- Exaggerate for emphasis; overstate or understate your point.
- Tell stories.
- Use humor.
- Use rhythmic repetition.
- Joke and play with your audience.
- Use strong gestures.
- Maintain eye contact with your audience - just a little longer than is comfortable.
- Vary your vocal quality (rate, volume, and pitch)
- Use pause time strategically: Set up dramatic statements or conclusions by building tension.

Animated Style

- Show your emotions.
- Show energy, enthusiasm, and excitement.
- Use exaggerated nonverbal behaviors: Gesture broadly and walk purposefully.
- Smile, nod, and raise or lower your eyebrows to show how you feel.
- Be facially expressive. Look alive!

Open Style

- Adopt a conversational approach
- Be self-disclosive, reveal personal experiences.
- Show the audience how you feel, and invite them to show how they feel, too.
- Signal your receptiveness to other points of view. Don't close yourself off to one single way of thinking.
- Act and be interested in what the audience may think and feel.
- Develop the perception that you are affable, sincere, trusting, and self-disclosive. You have nothing to hide - and neither does your audience.

Humorous Style

- Recall humorous personal experiences.
- Locate interesting, funny anecdotes and quotes. Borrow phrases from well-known people.
- Add an accent or drawl to borrowed phrases or one-liners. In other words, be dramatic when you express yourself.
- Exaggerate your facial expressions: Roll your eyes, raise your eyebrows, and so on.
- Practice being verbally and nonverbally immediate.

Ways to Begin a Speech

- Begin with a question
- Begin with a story (Use volume levels and enthusiasm to tell it.)
- Use a quotation
- Use a song or a poem
- Prepare

Objective:

To demonstrate and interpret different styles of presenting oneself to the public.

Assignment

One, two, or three-minute commercial (your choice). You can bring props to class. Ex: If you are selling coffee, bring the coffee, maybe 2 cups, food, or another kind of coffee to "dress the set". Compare the 2 coffees or sell just one.

You can do any kind of commercial, serious or funny.

Objective:

1. To develop persuasive skills
2. To promote self confidence in speaking by using a product as a visual-aid in your commercial.
3. To encourage the student to forget any stage fright by stressing the fun of this assignment.

Topic Suggestions:

toothpaste	soap	fast food
shampoo	perfume	dog food (no dogs to class!)
deodorant	bubble gum	paper towels
coffee	hair spray	mouth wash
cereal	aspirin	your choice
		Barber Foods Chicken

Set - The location of your commercial. If it is a kitchen, try to make it look like a kitchen. i.e.-

"**Dress the Set**" - put 2 chairs at a table and make it look like you are sitting in your kitchen. Maybe bring a coffee pot.

Rules:

1. Memorize or improvise your speech.
2. Bring Props.
3. Repeat the name of the product you are selling many times.
4. You can use music.
5. PREPARE!!
6. Have Fun!!

IN CLASS ASSIGNMENT:

I will tape several talk shows.
The students will watch clips from these shows:

Oprah Winfrey	Rosie O'Donnell
Geraldo Rivera	Sally Jesse Raphael
Jay Leno	David Letterman

1) Watch for what you see in the interviewers themselves. What is their style? their speech? Their hair, clothing, gestures?
   Type of questions asked?
   How do they listen (or not listen)?

2) Watch camera angles, zooms, cuts, etc.
   How does the camera affect what we see and what we feel? Ex: If they cut to an audience member who is crying, how do you react? Does it change your feelings about the person you are watching? Do you feel sad, etc.?

Objectives:

1. To enhance observation and evaluation skills.
2. To motivate students to see how the media effects our belief systems.
3. To interpret different styles used by talk show hosts.

IN CLASS ASSIGNMENTS:

Improvisations - Speaking without preparation requires concentration. When you work with one or more people you play off of them. Everyone develops the scene.

Objectives:

1. To focus and organize ideas on the spot.
2. To think on your feet.
3. To develop improvisational skills.

Think who you are, where you are, what is happening. Decide in 30 seconds., then begin the scene. Do not rely on others, but keep the scene going. Think how your character should react to the others. Try to have a beginning, middle, and ending.

Group Improvisations:

1. Football game (you are the spectators).
2. A hospital emergency.
3. Stranded in an elevator.
4. A visit to the zoo.
5. Astronauts meet aliens.

Argument Improvisation:

Objectives:

1. To develop concentration through argument
2. To encourage and develop the ability to express emotions through improvisation.

Two people will work together to create a conflict. Discuss briefly who you are, what's happening and who will begin. Do not discuss anymore. Do not give in. Don't be afraid to express emotion.

Topics:

1. Husband and wife arguing about money problems.
2. Two drivers argue over an accident.
3. Two men argue about who is the best fisherman.
4. Teenager and parent argue about attending a party.
5. Two friends argue about their friendship.
6. Two children argue over a toy.

ASSIGNMENT:

Second Interview:
(Role Playing) - To be done near the end of class.

Objectives:

1. To further develop interviewing skills that will assist in promotional possibilities or job search opportunities.
2. To provide a prepared role playing experience.
3. To develop skills that will empower students to be successful in setting and achieving future goals.

The interview allows for fun and creativity through role playing, acting out a situation to understand it better. You have the opportunity to play a person other than yourself. You get to act out this person's vocal qualities, facial expressions and physical gestures (have fun). You can wear costumes and use props.

What to do:

1. Decide who is interviewing and who is being interviewed.
2. Make a list of questions and answers for both of you. This should be equal.
3. This does not need to be rehearsed. Make it spontaneous.
4. Be interested.
5. No more than 3 - 5 minutes.
6. You can use music or props.
7. Practice to become familiar with your questions and answers.

Topic Suggestions:

1. Sportscaster and Olympic athlete.
2. Supervisor and employee.
3. Movie star and talk show host.
4. Employer and job applicant.
5. Police officer and suspect.
6. Doctor and patient.
7. Mother and 15 year old daughter.
8. Other?

Entry Interview

I CAN . . .

Name _____ Location _____

Class _____ Date _____

I CAN . . .	Not at All	Some of the Time	All or Most of the Time	I Want to Learn to Do This
Operate a Video Camera				
Give Feedback to Others				
Improvise a Situation				
Prepare Myself to Speak in Public				
Understand and "How to" Warm-Up My Voice and Body Before Speaking				
Speak Well in Front of Others				
Understand Non-Verbal Communication				

Exit Interview

I CAN . . .

Name _____ Location _____

Class _____ Date _____

I CAN . . .	Not at All	Some of the Time	All or Most of the Time	I Want to Learn to Do This
Operate a Video Camera				
Give Feedback to Others				
Improvise a Situation				
Prepare Myself to Speak in Public				
Understand and "How to" Warm-Up My Voice and Body Before Speaking				
Speak Well in Front of Others				
Understand Non-Verbal Communication				

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